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ABSTRACT

In serving two purposes, this paper explores elements in the current gap between what is known and what is practiced about how to influence student achievement and proposes a conceptual framework and an action model for rethinking the organization, management, and technologies of instructional programs. A comprehensive goal-based and role-based planning model is presented that offers specific recommendations for the inservice training of administrators and instructional staff to promote improved individual performance. The model is in three parts: part 1 defines the targets for district improvement efforts and the beliefs about those targets; part 2 provides district standards for the performance of all role sets; and part 3 presents the process for managing organizational behavior (individual performances) to complement selected district priorities. (Author/SLP)

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"IMPERATIVES IN STAFF TRAINING, EVALUATION, AND MANAGEMENT"

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IMPERATIVES IN STAFF TRAINING, EVALUATION, AND MANAGEMENT

KAROLYN J. SNYDER

The 1980's could go down in history as a decade during which either the demise or the transformation of schooling took place. Leaders of many professional organizations have warned that the survival of the American school system is at stake. One of the worst symptoms of the schooling crisis is that pupil achievement appears to be well below desirable levels. It seems we no longer have a choice: either schools will develop the capacity for raising achievement norms, or education will become the responsibility of other social institutions.

To raise learning norms requires that the research, conceptual, and operational segments of our education community must collaborate. That school administrators are preoccupied today with finding more perfect data collection and teacher evaluation instruments highlights the enormity of the problem, shows the need for more effective solutions, and underscores the urgency for dialogue between administrators and researchers. Altering evaluation instruments and procedures will not by itself effectively alter the direction of schooling. What is needed is a far more comprehensive view of both the low-achievement problem and possibilities for its solution.

The purpose of this paper is two-fold: 1) briefly to explore elements in the current knowledge/practice gap, and 2)to propose a conceptual framework and an action model for bridging the existing gap.

THE PROBLEM

The decades of the 1960's and 1970's generated a substantial body of knowledge about how to influence student achievement. Today we are able to say to teachers, with relatively more certainty than before, which practices will or will not facilitate pupil mastery. Likewise, research on organizational productivity and school success has generated many principles of leadership, organization, management and instruction to guide effective practice. Nevertheless, the gap between what is known and what is practiced is even greater today than it was a decade ago. If we can learn how to bridge this gap, perhaps we can also bridge the possibility/reality gap. Benjamin Bloom (1976) has told us that as high as 95% of the learners in our schools can, under the right circumstances, learn what we want them to learn. Yet, ninety-five percent of our students are not winners, nor are 95% of our schools successful or 95% of professionals performing effectively.

Let us explore learning and teaching and the existing gap between knowledge and performance. We know that students learn best in a climate which is nurturing (Edmonds,1979) and both high and realistic in expectation (Brophy and Good, 1974). Furthermore, mastery results from diagnosed readiness (both cognitive and affective) and from appropriate cues and directives, reinforcement, correctives and feedback, (Bloom, 1976). Mastery also is influenced by personal motivation and a strong self-concept (Rogers, 1969). Moreover, achievement occurs in variable amounts of time through interactive on-task experiences (Stallings, 1980), and more effectively in cooperative peer learning activities (Johnston, 1981).

In most schools, however, there is followed a rather rigid, graded program geared to standard text books and offered within an inflexible time framework (class periods, semesters, grade-per-year organization). The usual patterns of diagnosis, motivation, reinforcement and correctives are geared to grade standards and a basically competitive environment associated with the notion of a bell curve. There is indeed a gap between this reality and the possibilties that available knowledge suggest.

Let's look at the gap between knowledge and practice in leadership, management and organization. Leadership is generally defined in the literature as influence on a group of people in a given direction. What we know about task structure and consideration (Halpin, 1959), worker maturity (Hersey and Blanchard, 1977), and situation variables (Fiedler, 1967) provides tangible keys to effective leadership. Yet school leadership that reflects knowledge of these variables is practiced only in isolated situations according to Goldhammer (1971), Goodlad (1975), Edmonds (1979), and Duckett (1980).

The management and organization literature today discusses theories of adult learning and how these can be used by managers to insure that adult performance actually achieves organizational goals. For example, the literature tells us that adult behavior in organizations is learned (Luthans and Kreitner, 1975), requiring cognitive as well as behavioral dimensions (Bandura, 1977). Management provides the path to the goals (House, 1973) as well as reinforcement for what is expected. Moreover, people work more productively in a group context, collaboratively critiquing and modifying current realities (Bourdon, 1980).

Nevertheless, school managers are still preoccupied with buildings, budgets and reports due somewhere else in the system, and not with the goal attainment process and the necessary leadership for attaining selected goals through others.

We need to shift our preoccupation from tasks to strategies, from things to people, and from general role guide-lines to specific worker goals.

"Loose coupling" still characterizes most role relationships in schools. Role isolation is our most cherished tradition, and performance criticism is our most feared and intolerable enemy. What is needed is not only a new method of teacher evaluation; we also need a new way of conceptualizing all role performances in school organizations. We must recognize that in doing so our task is to introduce regularity into a world that will never be regular; to address continuous uncertainty, ambiguity, changing requirements and diminishing resources and to deal with battles that are only fought and never won. Our task is to define organizational purpose in measurable terms and define individual performance that expects, develops, motivates and manages adults so that 95% student achievement can become a reality.

Wanted: A New Performance Paradigm

Let us examine the context within which management takes place in education. Within the environmental suprasystem, which includes the community and its various economic, political, and physical resources, each school district may be regarded as an ecosystem. Its various subsystems include: (a) the district goals subsystem, (b) the district organization subsystem, (c) the technology subsystem, (d) the role performance and (e) the leadership in management subsystem. All parts or subsystems, though separate and distinct each from the other, must nonetheless work together toward the accomplishment of the ecosystem's goals and purposes. Interdependence characterizes the subsystems' behaviors, although each subsystem is designed, developed, and evaluated separately.

The role performance subsystem, on which we focus in this paper, defines the role sets and the accountability chain, and individual performance expectations. The task

before us is to tight-couple the role relationshipsand to design performance systems that will institutionalize effective behavior-sets at all levels of administration and instruction. In doing so we must shift our focus from activities to behavior, from role generalizations to standards of performance, from job protection to proficiency, from deficits to contributions, from isolation to collaboration, and from effort to results.

Viewing performance from a behavioral model, we can assume that organizational behavior is caused, reinforced and controlled. If we become clearer about the function of each role set in the system, clear about the role outcomes for each role set and about the behaviors necessary to fulfill identified functions and tasks, then we will have made a significant beginning to altering the effectiveness of a school system in terms of student achievement.

If we add a management system component designed specifically to direct professional behavior toward specific organizational outcomes, we have a chance of beating the clock. In fact, setting performance standards that reflect our current knowledge base and organizational contexts, followed by controlling professional behavior toward specific outcomes, lies at the heart of winning the achievement game in this decade.

Managing organizational behavior against certain standards and toward specific goals will require an alteration in the tasks, processes and skills that administrators now practice. Table 1 reflects the shift that must be made from a traditional pattern to an outcome-based pattern of managing adult performances in school. The outcome-based school district will require performance outcome standards for all role sets, interdependent generic role functions, and a planning/developing/evaluating system geared to the attainment of both individual and organizational goals.

TABLE 1 PERFORMANCE MANAGEMENT

PARADIGM SHIFT

TOOLS	TRADITIONAL	OUTCOME-BASED
ROLE PERFORMANCE STANDARDS:	*JOB DESCRIPTIONS	*CATEGORICAL PERFORMANCE OUTCOMES
PLANNING:	*PERSONAL/INFORMAL	*ORGANIZATIONAL & INDIVIDUAL *COLLABORATIVELY DEFINED *ACTION PLANS
DEVELOPMENT:	*PERSONAL-ON-THE-JOB COACHING	*TRAINING *CLINICAL SUPERVISION
MOTIVATION:	*ASSIGNMENT/EXPECTATIONS	*GOAL FOCUS
	*AUTONOMY	*ACHIEVEMENT RECOGNITION *DEVELOPMENT TASKS
CONTROL:	*EVALUATION	*EXTINCTION/POSITIVE REINFORCEMENT
	*NEGATIVE REINFORCEMENT	*PLANNING & REPORTING
EVALUATION:	*OBSERVATION ASSESSMENT RE: JOB DESCRIPTION	*GOAL ATTAINMENT *MEASURED RESULTS

Proposed: A goal-based, role-based district Performance Management System

As I have worked with principals across this nation, training them in concepts and methodologies for improving instruction, it has become clear that any fundamental alteration in the performance behaviors of principals would require not only the interest of, but commitment and intervention by, superintendents to develop and control desired behaviors. Joyce's (1979) research on the results of training teachers confirmed this observation. He observed that, given an optimal workshop, only 25% of those trained would implement the knowledge and skills taught. If subsequent on-the-job coaching were added to reinforce trained skills, however, up to 98% would implement what was expected. Superintendents who see that such assistance is provided to principals who have received training, are likely to see good results than those who do not.

In an effort to come to a clearer understanding of the ingredients necessary for altering behavior in school organizations, I began several years ago to review the performance literature and develop performance planning systems for principals and teachers. At that time Yvonne Ewell, Associate Superintendent in the Dallas Independent School District, invited me to work with her staff. The task was to develop a model for ensuring that all administrators and teachers in the East Oak Cliff Subdistrict were committed to attainment of the subdistrict's goals, and able to perform effectively as a cohesive unit toward them. Their mission was to raise the achievement norms in East Oak Cliff.

The model which emerged from several dialogue sessions and is presented here grows out of certain assumptions about adult productivity within the ecology of an organization: a systems orientation. Moreover, several tentative concep-

tualizations of role relationships, role functions, and priorities within school systems were used in adding flesh to the bones of this model.

Figure 1 outlines a model for developing a comprehensive goal-based and role-based planning model that will link together all role-sets and function-sets and provide the context for improved individual performance. The model is in three parts: Part I defines the district improvement targets and beliefs about those targets. Part II provides the district standards for the performance of all role sets. Part III provides the process for managing organizational behavior (individual performances) toward selected district priorities. Staff development and evaluation, while provided and measured individually, have meaning only in relation to expected results of the organization's performance and to the planned contributions and standards set for each role-set.

THE MODEL

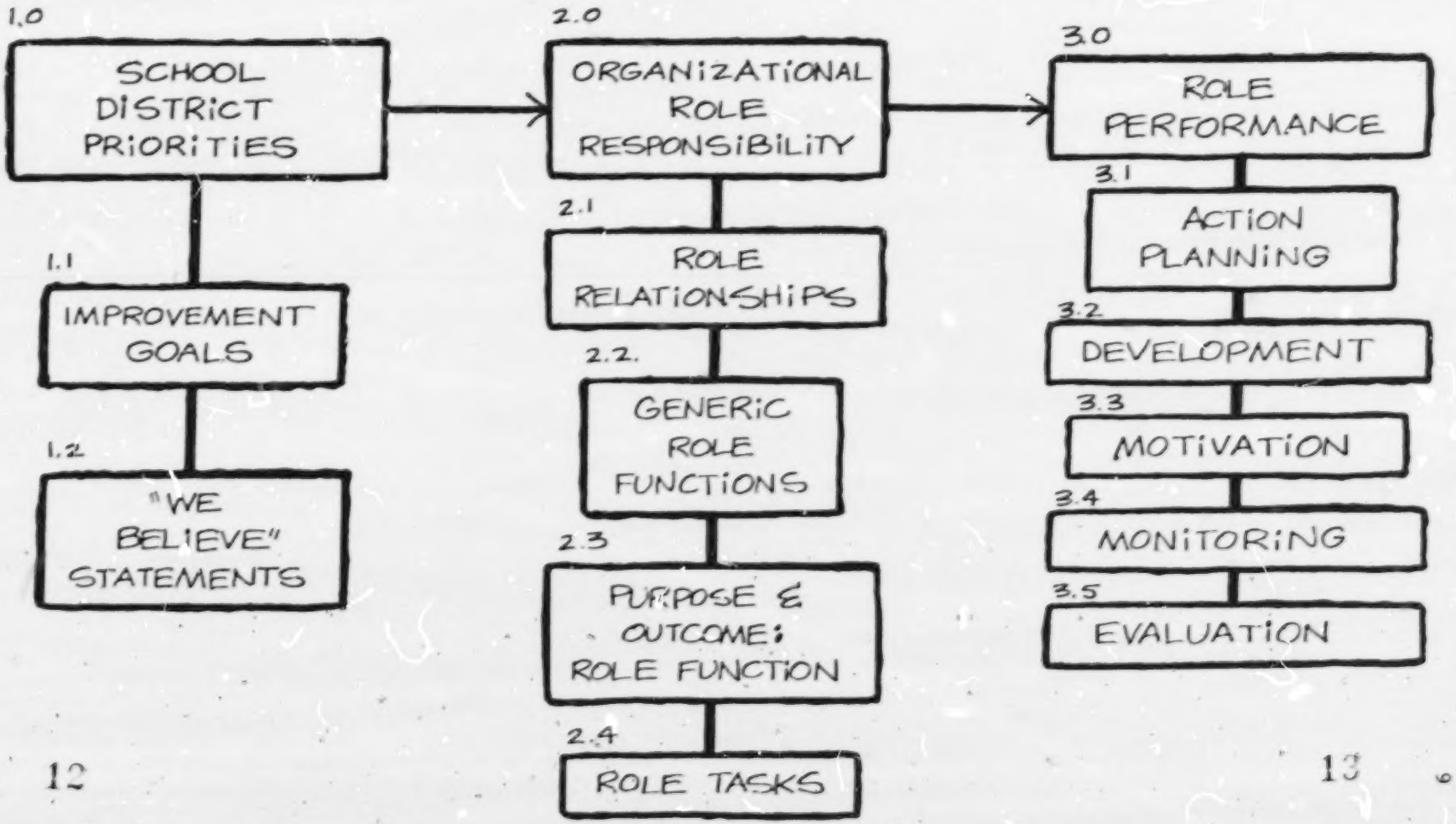
Part 1. Organizational Purpose

The initial task in establishing role performance parameters and responsibilities is to determine the overall mission of the school district and the major improvement priorities that will permeate all role layers. The decision for district priorities falls in the superintendent role-set and grows out of an analysis of achievement data and of existing gaps between knowledge and practice.

The East Oak Cliff Subdistrict priorities are stated below in the form of a long-range mission statement, major thrusts, and priority foci (goals). The five foci became the target for determining the role functions and tasks for steps two and three.

FIGURE 1:

A MODEL FOR DEVELOPING A DISTRICT-WIDE GOAL BASED/ROLE BASED PERFORMANCE SYSTEM



Mission: To raise the achievement norms in East Oak Cliff by providing a superior alternative to the quality of education traditionally offered to Black and/or poor students across the nation.

Three Major Thrusts:

- Creating a school/community climate which affirms education and the Black, Brown, Red and Yellow experiences in tandem with the Euro-American experience.
- Implementing a more effective delivery system to ensure mastery of basic academic and social skills.
- Developing a community outreach and involvement program which maximizes the home-school partnership.

1980-82 Priority Foci:

Goal 1: Pluralism
To develop corporate knowledge and a conceptual understanding of cultural pluralism and to employ culturally pluralistic strategies for all programs in the governance of the schools and the subdistrict.

Goal 2: Mastery Learning
To come to a conceptual understanding of mastery learning and to employ mastery learning strategies in the governance of the schools.

Goal 3: Governance
To ensure effective implementation of the governance system (school and subdistrict) as a self-correcting and self-renewing process.

Goal 4: Direct Instruction
To increase the quantity and quality of teacher/student interaction in order to facilitate more

effective and efficient instruction learning.

Goal 5: Language Development
To develop a corporate knowledge based on the nature and function of language to be used in the development of instruction and curriculum program parameters.

The second task in section one was to develop a common conceptualization for each goal/focus area. Various experts on mastery learning made presentations to the central office staff and helped them to become acquainted with the extensive literature. The central administration staff then developed "we believe" statements for the five improvement targets: mastery learning, pluralism, direct instruction, language development and governance. This process of defining the substance of the improvement process stimulated collective reflection, learning, clarification of values and beliefs, and resulted in a standard for measuring the degree to which goals are achieved. If this important step is by-passed, numerous and loosely-coupled definitions or perceptions of the "substance" could guide practice. What is needed is a common understanding of performance outcomes.

To illustrate the dimension such a practice adds to the goal statement, the "we believe" statements for Mastery Learning are as follows:

1. Ninety-five percent of East Oak Cliff students can learn what we have to teach, given the right conditions.
2. The outcome-based curriculum must define what we have to teach/what kids must learn.
3. Learning/mastery requires a continuation of skills and knowledge.
4. Both students and parents should know what is to be learned.

5. Appropriate diagnosis is the central task in teaching for mastery.
6. Diagnosis is antecedent to prescription.
7. Teaching for mastery requires program planning in cognitive, affective and behavioral domains.
8. Instruction must provide appropriate cues and directives, reinforcement, participation, and application of what is learned.
9. Feedback and corrective measures are essential elements to mastery learning.
10. Teaching processes require a variety of techniques and resources, and recognition of the learner's style.
11. Teacher expectation and motivation are directly related to mastery.

Part II. Organizational Role Responsibilities

The next task is to "tight-couple" role functions, responsibilities and tasks so that all available energy is directed toward accomplishing the district's mission.

If we view school organizations in the 1980's as systems which contain numerous interdependent subsystems, and which operate in a dynamic relationship to the environment to attain their goals, each system must build in a role-linking mechanism that functions interdependently, rather than in isolation. To maintain a dynamic state of growth, the organization must be continuously responsive to both internal and external pressures for change. Likewise, a certain degree of stability must be injected into the system so that responses occur in relation to defined and refined purpose and priorities. Survival of the system depends in large measure on a continuous inflow, transformation and outflow of organizational energy (Kast & Rosenzweig, 1974).

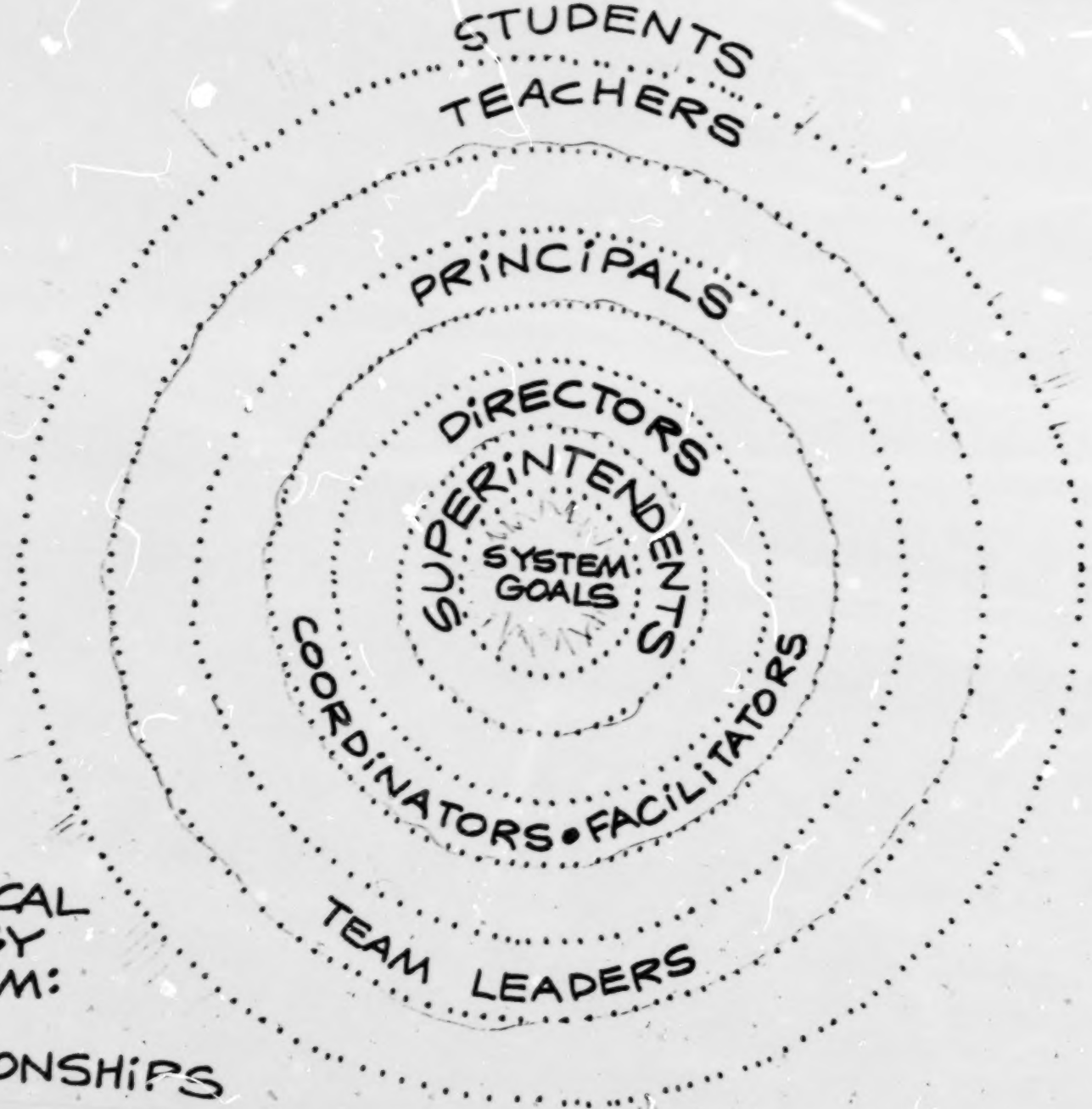
The conceptualization of role relationships and functions grows out of an analogic leap to the energy systems of an atom. In an attempt better to understand the relationship of roles to goals and roles to essential functions, two energy systems of the atom were explored: the spherical and the pear.

The purpose of exploring the atomic energy system analogy is an attempt to understand how to introduce stability and continuity into the system, while at the same time structuring the role interrelationships and functions so that the dialogue process directs organizational transformation. The energy systems of an atom provide us with a way of conceptualizing energy sources.

The first energy system discussed is referred to in atomic literature as "spherical" (see figure 2). Energy springs from the core and is distributed spherically in space springing from the core to the outer region. The greatest amount of energy lies at the heart of the atom and there is a ripple effect of energy loss as it moves toward the outer edges.

By plotting the major actors in the school district on the energy sphere, and examining the relationship of one role set to the next in relation to system goals, we are reminded of how loosely-coupled the relationships are in reality. While evaluation systems generally provide the only linking agent for roles together in a school district, we notice here that the source of energy springs from district goals. For example, institutionalizing mastery learning should guide all roles in planning, implementation, development and evaluation; the task being to guide energy in a common direction.

Viewing the spherical relationships in yet another way, we can perceive why so many projects and innovations fail. Goals are defined and then targeted for only one or two roles, usually teachers and principals. If mastery



SPHERICAL ENERGY SYSTEM: ROLE RELATIONSHIPS

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learning is to become institutionalized, then all role layers must provide some degree of leadership, training, coaching and program development. By linking certain responsibilities to each roles layer above the principal, the energy spring from the goal has a greater chance of influencing behavior at the school level. If those vital layers are skipped, it is more difficult to transform practice.

The next atomic energy system explored is pear shaped. This electron distribution pattern was selected to explore this generic role functions across all role layers (see figure 3). The inspiration for conceptualizing generic role functions grew out of an analysis of personal observations with implementation problems connected with clinical supervision in numerous school districts. To illustrate, principals today are being trained in clinical supervision (CS) for the purpose of improving instruction. CS is a coaching technology, not an evaluation system, yet principals either adopt CS for evaluation purposes or dismiss the technology due to insufficient role coaching. In school districts where CS is practiced at all role levels, each role coaching the next in CS skills, CS is effective. Thus, the quest for developing a degree of consistency of certain functions among all roles seems important.

The pear shape distribution of energy is the strongest of all atomic energy systems, due to the role of the nucleus. Each loop set revitalizes the other due to the ways in which they begin and end the distribution at the goal source.

Building on the notion that generic role functions might serve to tight-couple role-set effectiveness and to increase the interdependency of tasks across roles, the identification of functions began. The basic concept which emerged, generic functions for all roles, illuminates even further the existing role gaps in school districts. If the pear shaped energy loops figure is overlayed with the spher-

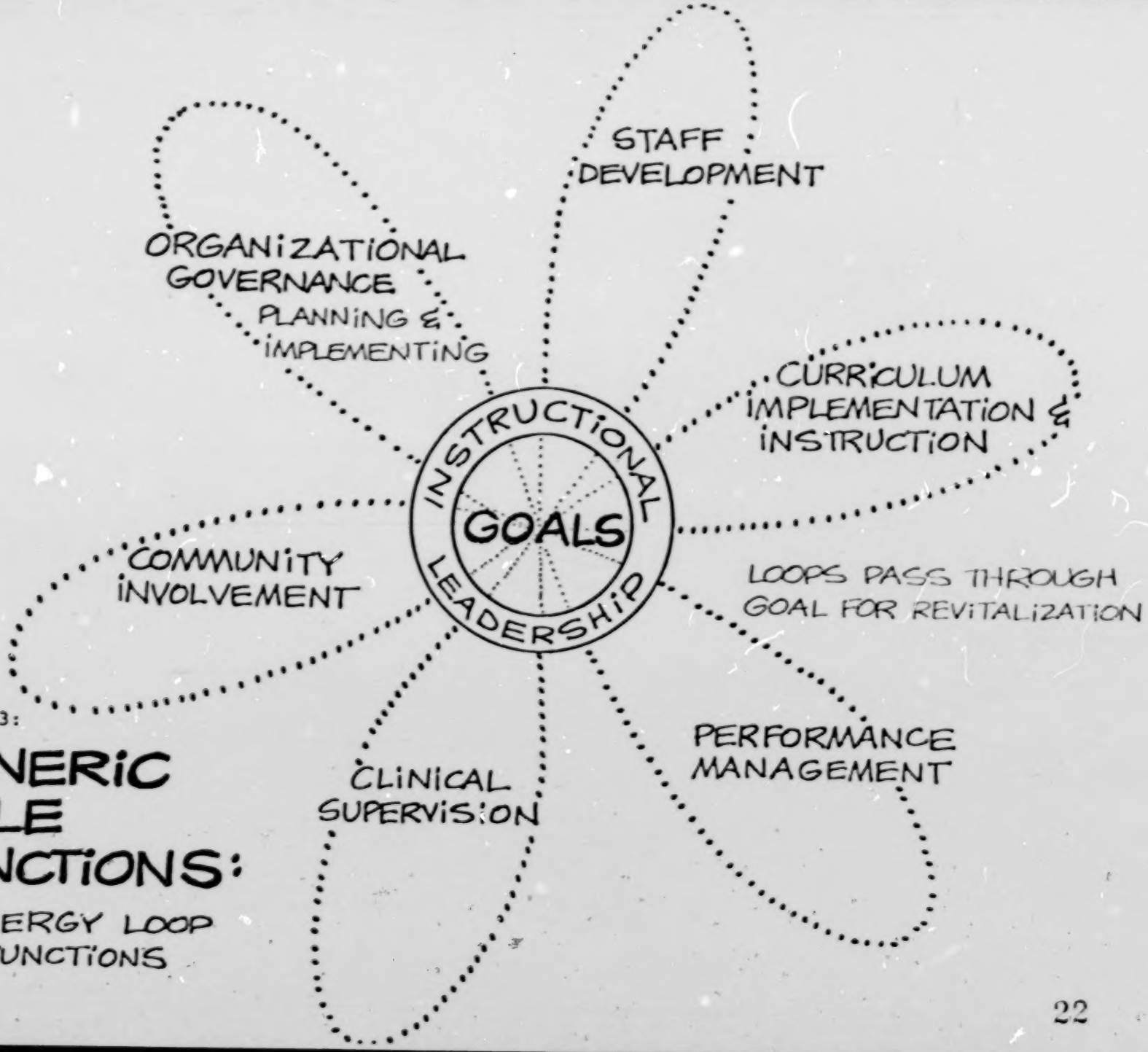


FIGURE 3:

GENERIC ROLE FUNCTIONS:

ENERGY LOOP FUNCTIONS

ical role relationships, the energy paths are enhanced.

Instructional leadership, still a relatively nebulous function, assigned to building principals (one role layer), was adopted as a generic model for all professional roles that influence student achievement. The Anderson/Snyder (1979) model for instructional leadership, which outlines the planning, development and evaluation functions for building principals (see Figure 4) served as the base role for identifying generic functions across roles. As all role sets were analyzed, it was agreed that the following generic role functions included all that seemed essential to all major roles.

- Instructional Leadership -
  (The umbrella function for all roles)

  - Organizational governance
  - Performance management
  - Staff development
  - Clinical supervision
  - Curriculum implementation and instruction
  - Community involvement

Following the identification of role layers and the generic role functions, also referred to as energy loops, it became important to come to a common understanding about the purpose and results of role performance in each energy loop function. Such a definition would serve as a district standard for planning, developing and assessing individual and collective proficiency.

With these functions guiding performance activities and behaviors for each role layer, it seems that role gaps, overlap, conflict and confusion can be resolved. Clinical supervision, for example, would be conceptualized similarly throughout role layers. Superintendents would clinically supervise directors and principals. Directors would clinically supervise coordinators and facilitators. Facilitators would clinically supervise teachers, collaborating with principals.

FIGURE 4:

AN INSTRUCTIONAL LEADERSHIP MODEL...

ROBERT H. ANDERSON & KAROLYN J. SNYDER © 1979

Figure 5 illustrates the spring-like nature of one of the energy loops. The goal of mastery learning, for example, provides the purpose and direction for the function of the clinical supervision-energy loop. To illustrate, clinical supervision is defined as a management tool designed for the purpose of assessing, reviewing, and developing personnel at all role levels in an effort to increase the effectiveness of performance. Outcomes of CS functions, as defined by East Oak Cliff staff, are to:

1) Ensure improved performance for all roles
2) Provide coaching (feedback and correctives)
3) Establish the observation cycle as a technology for assisting in goal attainment efforts
4) Establish trusting and supportive role relationships.

Other energy loop definitions are listed below to illustrate the substantive emphasis of role functions and the explicit standard therein for measuring performance plans and results:

Instructional Leadership Function

The directional vehicle for providing a support and management system for planning, developing, and assessing the total management and instruction process.

Governance Function

The system of guiding management, which ensures the development and attainment of a specific set of goals.

Performance Management Function

The establishment, development, improvement, assessment and evaluation of individual performance for quality control.

Curriculum/Instruction

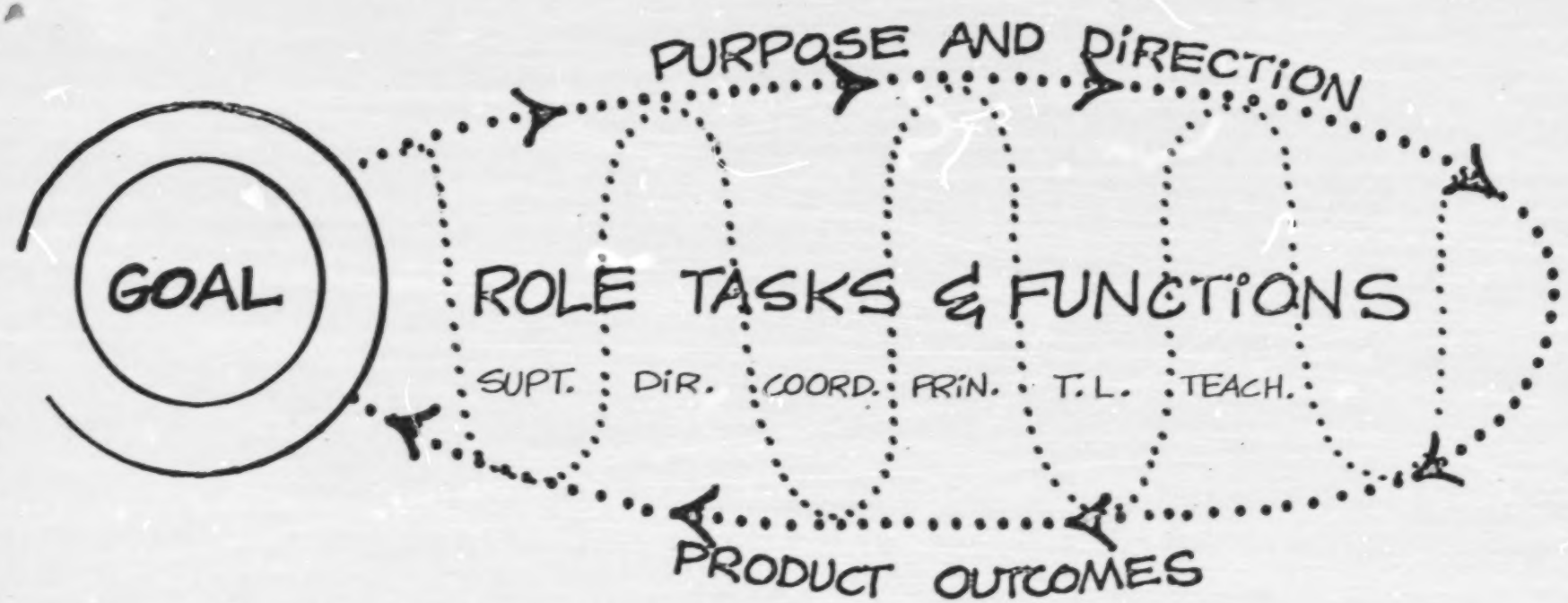
A district curriculum provides the standard for planning and assessing student achievement.

Instruction is a system of diagnosis, planning, teaching and correcting activities designed to foster desired student achievement.

FIGURE 5:

ENERGY LOOP SPRING

ELASTIC RELATIONSHIPS EXIST BETWEEN ROLES AND RELATED FUNCTIONS AND TASKS



Staff Development

Provision of experiences which foster development and enhancement of shared concepts, knowledge, attitudes, and skills (cognitive, affective and behavioral domains) consistent with organizational goals.

Community Involvement

Provides for parental and patron participation in the ongoing instructional program which results in a maximized home/school partnership.

Given a common definition of function and outcome for each energy loop (e.g., clinical supervision), the assignment of role level tasks for each function and district goal took on a natural flow. A grid was developed (Table 2) to define role tasks for each of the five goals. During this stage of development several role gaps, overlaps and conflicts emerged. For example, the relationship of the district support staff to principals and to teachers shifted from a curriculum/implementation focus to one of collaboration among roles to increase the levels of student achievement. Not only would roles work together, (principal, supervision, teacher), they would do so by merging the teachers' performance goals with the district/school goals and by assessing role functions and tasks toward the attainment of those goals.

Part III: Role Performance

In Part III we shift from the organizational frame of reference to the individual. The organization must ensure that indivduals play out their defined functions and tasks. Behavior/performance must be managed. Thus, management is working with and through individuals and groups to accomplish organizational goals (Hersey & Blanchard, 1977). Management assumes a leadership posture, guiding people toward desired organizational results. Thus, we must shift

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TABLE 2 A GRID FOR DEFINING GENERIC ROLE TASKS

MISSION LEARNING	INSTRUCTIONAL LEADERSHIP	OVERSIGHT	CURRICULUM	EVALUATION
SUPERINTENDENCY	Develop conceptual framework. Provide resources. Promote/ monitor evaluations - Developing instructional leadership cadre	Develop master plan for goal attainment. Develop a system for monitoring the performance of mastery learning at each role level	Conceptual framework and strategy for curriculum to maximize learning concepts. Monitor process for all levels.	Conceptualize framework for quality instruction
DIRECTOR	Conceptualize programmatic design and instructional management system to provide technical assistance/ instructional support and program resources	Develop role goals/department program goals, time line and resources.	Direct the development of curriculum instruction and process design.	Direct & monitor delivery of curriculum instruction
COORDINATOR	Implement design for program area instructional specialists - Provide T/A and instructional support	Review role/program area goals, time line resources.	Coordinate the writing of curriculum for program areas	Provide instructional support to I. S., teachers & principals. Select & recommend support material
INSTRUCTIONAL SPECIALISTS	Provide instructional support and technical assistance to teachers and principals	Develop role/program area goals, and time line.	Write curriculum for program area	Demonstrate effective delivery of direct instruction. Provide technical assistance to teachers & principals.
PRINCIPALS	Develop specific plans for implementing school goals. Develop individual plans for monitoring. Provide resources instructional	Develop governance plans and administrative performance goals.	Ensure curriculum implementation Monitor the effectiveness of instruction	.Demonstrate effective instruction .Provide instructional resources .Provide technical assistance to teachers
TEACHERS	Develop and implement individual plan for instruction. Employ appropriate techniques. Increase consciousness of mastery learning concepts.	Develop and implement classroom organizational plans.	.Deliver prescribed curriculum .Evaluate mastery of prescribed curriculum through student performance, tests and other feedback	.Diagnose & prescribe .Deliver appropriate direct instruction .Assess student progress .Provide alternative instruction

	STAFF DEVELOPMENT	PERFORMANCE MANAGEMENT	CLINICAL SUPERVISION	COMMUNITY INVOLVEMENT
SUPERINTENDENT	Conceptualize plans and provide resources. Establish parameters for program definition. Staff development for central staff and principals.	Role definitions. Develop control mechanism for getting new ideas on grid. Develop and use monitoring system for checking performance for each	Conduct formal, informal observation cycles of all roles (immediately below).	Conceptualize, develop and implement CI. Speak for district in community
DIRECTOR	Staff development for coordinators and facilitators. Direct staff development plans for teachers and paraprofessionals	Implement performance management system with coordinators. Monitor and evaluate	Conduct formal, informal cycles of observations with coordinators and instructional specialists	Develop and direct plan for community involvement
COORDINATOR	Develop and implement staff development plans for teachers/paraprofessionals	Implement performance management system with instructional specialist. Monitoring and evaluation.	Conduct formal, informal observation cycles with instructional specialists	Develop and implement plan for community involvement for program area.
INSTRUCTIONAL SPECIALISTS	Implement staff development program for teachers/paraprofessionals	Implement classroom performance management system with teachers in program areas	Conduct formal, informal observation cycles with teachers.	Implement program area plan for community involvement
PRINCIPALS	Develop and implement local building and cluster staff development programs	Develop and implement a performance management system for total school staff.	Conduct formal, informal observation cycles with total school staff.	Design and implement plan for school community involvement.
TEACHERS	Demonstrate internalization of behavioral indicators of mastery learning	Design and implement classroom management system for students	Develop and maintain profiles of achievement for each student. Develop and document pupil progress in learning.	Design and implement a plan for parent and community involvement.

our emphasis or preoccupation in education from managing things to managing people, from buildings and budgets to professionals and their performance. In times of dollar scarcity we must learn how to use the people resources we have. Furthermore, from people resources will emerge the creativity necessary to beat the odds against schools.

Principles of planning, motivation, development, reinforcement, control and evaluation were all used in the development of our action model (see Figure 1 again) to provide a certain degree of necessary structure to the performance of professionals within school organizations. The task is to eliminate individual behavior that is "out-of-sync" with defined organizational purposes, and to reinforce planned and developed behavior toward desired ends. Performance management thus includes planning, development, motivation, monitoring and evaluation components that are designed to bridge the knowledge/practice gap and to achieve the goals of schooling for the 1980's and beyond.

Action Planning. If the school organization is to capture and benefit from the imagination, creativity, motivation and effort of its staff, it is important that individual and organizational goals merge. Any personal goals that are not in keeping with school priorities must be recognized and dropped. Where there is a merger, the organization and individuals will both each gain because of the symbiotic relationship of the two.

As in any effective system of management by objectives, individual performance goals are defined in relation to the district/school goals and to specific role functions as identified in Part II.

Several principles have emerged in recent years to guide effective planning. First, performance goal setting is a collaborative process between subordinate and superordinates. Goals are defined for each energy loop (e.g. clinical supervision, governance). If the role functions are inter-

related the actual number of different goals will be three to five in number. Each goal should be measurable, specific, results-centered, attainable and time-bound. In this sense, a goal can be achieved, observed, and evaluated.

The action plan "puts feet" on the goals and provides a context for both performance and supervision throughout the year. For example, if Donna, a teacher, is planning to incorporate cues and directives more effectively into her learning centers in January, then that is the month when supervisory resources, feedback and correctives relating to that plan can be useful to Donna's development. An action plan is more than gettting in gear and going. It is a specific allocation of time to a specific set of tasks for a specific purpose. Action plans are strategies for accomplishing performance goals and include the following elements: key events, resources, responsibilities, a time line, the desired result, and criteria for success. The emphasis lies in the results, not the activities.

Performance planning, therefore, includes goal-setting (a collaboration between a role subordinate and superordinate), action planning (defined by the subordinate), and measures of evaluation (formative and summative data).

Development of the staff in existing roles is a relatively new activity for educators. Although funds have been and will continue to be severely curtailed, there is no longer any doubt in anyone's mind that the development of people for their roles, tasks and functions is a necessary ingredient to success.

Changing outdated behaviors, and also eliminating those which have little to do with schooling priorities in the 1980's, requires development. A five-pronged staff-development model can be utilized, of which the central prong (its heart) is management. Training (prong two) includes new knowledge and attitudes that relate to performance goals

and to school/district priorities, Supervising (prong three) the skill development/goal attainment process requires continuous feedback on actual performance. The supervisor manages performance toward a goal-attainment end. Feedback on performance is essential to continuation and elimination of certain behaviors. The first two development components are provided by the organization to the professional; in a sense they are organizational responses to the individual's worker needs.

The worker, on the other hand, already has certain knowledge and skills which will be further developed in organizing and producing activities. Organizing activities (prong four) include those in which the professional contributes and continues to learn. As they shift to mastery learning behaviors, principals might organize themselves in small groups to explore the process of supervising teachers. Prong five refers to production activities which call for existing knowledge and skills of a staff as they explore, develop and produce new materials. For example, a new record-keeping system for documenting individual performance throughout the years may need to replace a more typical grading system. The act of producing the record-keeping system will become a teacher development activity while it produces a new tool for the system.

Motivation for performance springs from goal-based responsibility, achievement and recognition. The effective instructional leaders, the role superordinate, provides a path to the attainment of personal role goals by providing support in areas of responsibility, and by recognizing achievement. Time and energy spent on motivating individuals will pay the greatest dividends for district achievement.

Monitoring refers to the mechanisms that can be used to help personnel keep on tract, and be continuously aware of the extent to which progress is being made toward goal accomplishment. Monitoring can be faciliated by the establishment of

timetables or "pertcharts" which predict the dates when certain tables will have been completed and which therefore, provide check-points when reports should be filed, products should be available, new activities should be initiated, and the like.

Evaluation differs from monitoring in that it seeks to determine not only the completion of tasks but also the quality of performance and therefore the extent to which goals are actually accomplished. It deals with end-products and their adequacy. It serves to identify partial (as well as complete) achievements and also non-achievements. It helps to locate problem areas, and provides a basis for the making of recommendations for the future. In a sense, evaluation is the activity that loops back into goal-setting and it is not only the end-product of one cycle but it is the front-end activity of the succeeding cycle. Evaluation therefore concerns itself with the quality (and the clarity) of established goals, with the appropriateness of the organizational structure and the roles that have been (or will be) defined, and also with role performance. Evaluation should be a dynamic force in the life cycle of the organization, and it must necessarily employ the whole range of evaluative devices -- some very quantitative, some qualitative -- that wxist within the field of eduation.

SUMMARY

If schools are to be made more relevant and effective, and if the most important goals of education are to be achieved by education personnel, then the gap must be bridged between the generally-inadequate practices that remain in common use, and the practices that current professional knowledge obligates educators to employ. There is abroad a naive belief that greater attention to evaluation (of teacher performance) will lead to significant improvements in

student achievement. What is needed is a far more comprehensive approach that does not ignore evaluation but also links together, in a tight fashion, school-district improvement priorities, organizational role responsibility, and role-performance management.

A promising model for tight-coupling role tasks and functions has been under development in Dallas's East Oak Cliff Subdistrict. As depicted in Figure 1, this model reflects the ideas and suggestions of systems theorists and scholars of organization and management, and it offers the hope that what is now known to be possible in the realms of teaching and learning might actually occur.

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